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ABSTRACT

Presented are inservice education guidelines for elementary school teachers of mainstreamed educable mentally handicapped and learning disabled students. The Team Learning Center (California) Inservice program is described in terms of goals and objectives, content areas (covering academic and behavior management and communication), instructional approaches and evaluation. A suggested timeline for planning the inservice program (from needs assessment to the first meeting) is given. A typical meeting's agenda is described. Analyzed are major components necessary for effective inservice training, including identification of the problem, establishment of goals and objectives, use of resources, and the creation of an appropriate climate for training. A bibliography of 22 related documents is included, along with five appendixes covering such aspects as inservice course content, and a sample meeting agenda. (CL)

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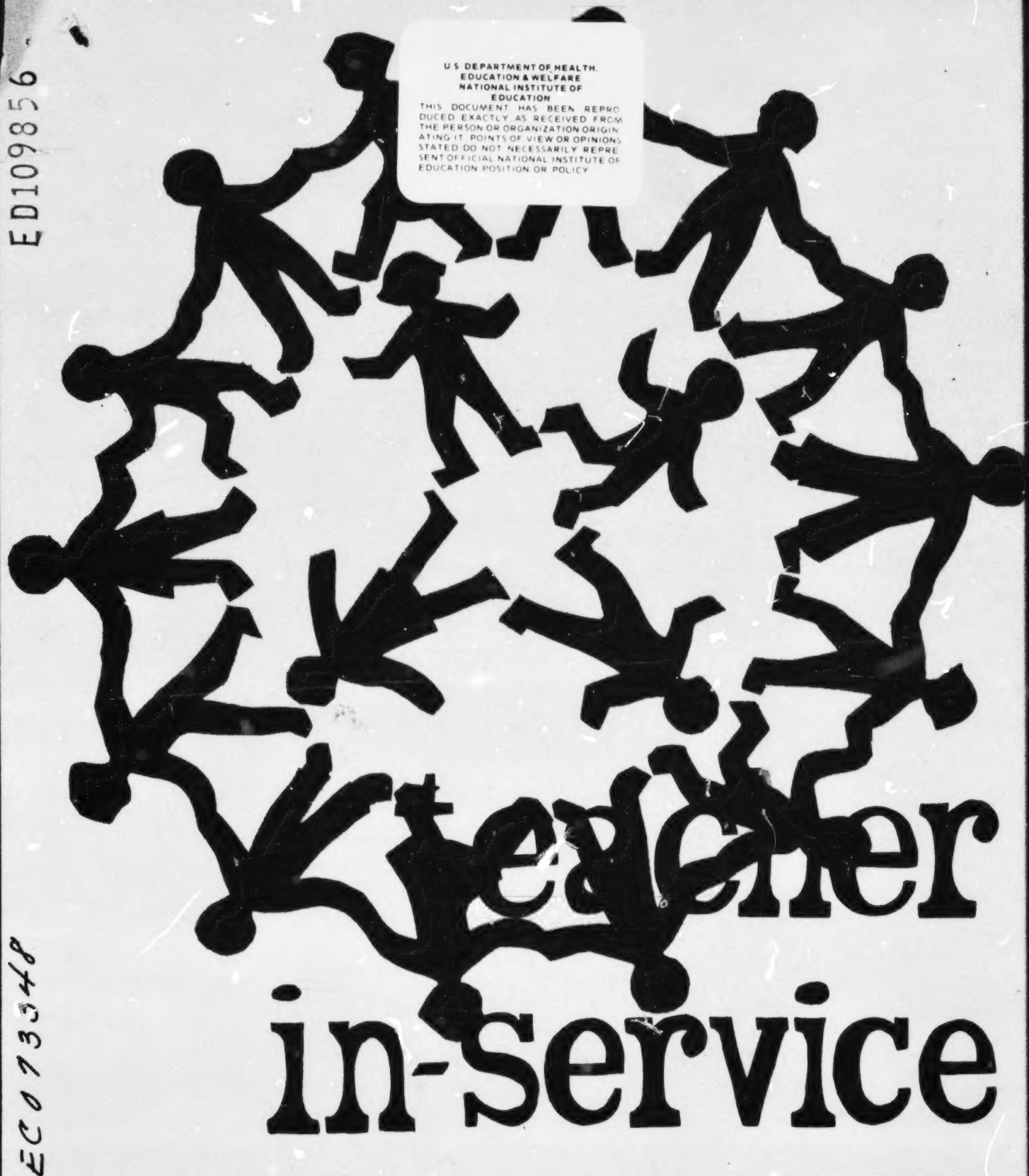

teacher in-service

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TEACHER IN-SERVICE

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TEAM LEARNING CENTER TITLE VI-B

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INTRODUCTION

In-service education is an important process in the continuing search for better education for students. If we require new skills, new approaches, and new outlooks from teachers, we must provide effective opportunities for them to acquire these new tools. The mainstreaming or integration of special education students in the general education program calls for different skills for both the special education and the general education classroom teacher. To enhance the success of a mainstreaming program then, a well-planned, well-executed in-service education program is of vital importance.

The Team Learning Center, a Title VI-B Project in Castro Valley, California has developed an in-service process (over three years) that has been successful in the integration of EH and EMR students into the educational mainstream. This paper summarizes some of the main points of the in-service, suggests some resources that may be used, and offers some suggested guidelines for planning in-service education.

Chapter 1

THE TEAM LEARNING CENTER IN-SERVICE PROGRAM

There were two distinct stages of in-service experiences offered by the Team Learning Center (TLC). The first was TLC staff in-service. The second was in-service designed for general and special education personnel.

GOALS AND OBJECTIVES

During planning in-service education for both stages, we arrived at the following goals and objectives.

Our goals for in-service were:

1. To provide a training for teachers that would allow them to be more successful in working with students with learning handicaps.

2. To build a better working relationship between regular teachers and special education teachers and other support staff.

Our objectives were:

1. Participants would gain new skills in classroom management that would benefit the entire class and would make it easier to integrate students that are reluctant learners.

2. Regular and special education teachers and support personnel would have a fuller awareness of each other's roles and would be able to work more effectively as a team in implementing plans for students.

3. Participants would communicate more effectively and in a positive manner about learning handicaps.

4. Special education teachers would see the feasibility of the resource specialist's role and the possibility of their assuming that role.

TLC STAFF IN-SERVICE

Our TLC team members had differing levels of knowledge and skills in assessing learning handicaps and writing educational plans. We defined what we wanted to learn and hired consultants to assist us in achieving our goals. Many of the meetings with consultants were

open to all special education teachers. Whenever possible we met away from the office in comfortable, non-threatening settings, such as someone's family room. A change of location can cut down on interruptions; the distraction of other work tasks is eliminated; and group learning can be increased by the change of setting. A powerful motivation to our learning was our awareness that we needed to prepare ourselves for teaching others. We realized that people learn better when they must teach others. We applied this principle during the in-service by involving participants as presenters.

IN-SERVICE EDUCATION FOR DISTRICT STAFF

The discussion which follows gives a brief description of in-service programs given by the Team Learning Center. Programs were given at Redwood Elementary School and Vannoy Elementary in 1971, at Parsons Elementary in 1972, and at Proctor Elementary School in 1973.

Time Line for Two and One-Half Years

We worked with the faculty of one elementary school for a three-month period in the spring of 1971, offering a three unit college course and setting up a program of assessment and conferencing. The next fall we moved to another elementary school and again set up a model program of assessment and educational planning for referred students. We conducted the in-service for the entire faculty and support people, such as psychologists, speech therapists, and reading teachers. We involved the special education teachers in the building as team members by asking them to make presentations and to assist regular teachers with projects.

In January of 1971, we did an in-service with the faculties from three selected elementary schools. The schools were selected by meeting with the six principals who requested service and then selecting the three who had school environments we judged to be most conducive to success. One of our criteria was that the principal must take the course and assist a teacher in classroom project or do a behavioral project of his own. We also asked principals to make class attendance easier for their teachers by cutting back on committee meetings and/or canceling faculty meetings. Any support staff in the district who had not been in the in-service were expressly invited. The special education teachers who had taken the course previously could take the course again for credit, but they were expected to do more sophisticated projects and to serve as consultants to their faculties by sharing diagnostic materials and curriculum and classroom management ideas. The in-service at Proctor was open to teachers from all schools in the district. The criteria for participation were the involvement of the principal and attendance by two or three teachers from each school so they could assist each other in projects.

Location and Length of Time

Each of the in-service education programs was presented for a period of thirty hours. This span of time was necessary because of the

nature of the content and the fact that college credit of three units was granted through the Extension Office of the California State University, Hayward. We knew college units were reinforcing for our participants, and we liked the status factor of having the in-service be accepted as a graduate course. The cost of the course enrollment was minimal because the Title VI project assumed the salaries of the instructors. The meetings were given one afternoon a week, from 3:30 to 5:30. The specific day of the week was decided by the participants. During the 1973 program, one all-day session was used to limit the course to January through April. The participants were also released from their classrooms for five half-days to allow them to work at the project's diagnostic clinic. The project provided substitute teachers for this time.

We tried different times of the year and different hours of the day. Because participants were getting three units of college credit, we needed 30 hours of instruction time in addition to the homework being done in the classrooms. Meeting one afternoon a week for 1-1/2 to 2 hours and possibly one Saturday all-day session worked best. Teachers need at least a ten-week period to implement the course content as outlined.

We found January a better time to begin a course than in the fall. Teachers know their students, have a better idea of their needs, and are ready for some fresh ideas. This is also a block of ten weeks' time without the interruption of holidays. Ideally, teachers should be released from the classroom for in-service so they are learning at optimum hours instead of after school.

When planning the course, we conferred with local college people. They were willing to work with us in arranging college credit for an extension course. Guest speakers were invited to present specific topics. We selected these people on the basis of recommendations from staff members, personal knowledge of speaker's capabilities, and our need for information in designated areas.

Content Areas

The three areas that we felt were important to cover were:

1. Academic management
2. Behavior management
3. Communication

Academic management. We described various ways to assess learning disabilities and to determine the student's skill level. We also demonstrated how to choose appropriate curriculum and how to slice the curriculum when needed. Participants made games for teaching that were highly motivating and involved visual, auditory and kinesthetic modalities for learning. Consultants brought creative curriculum ideas to the meeting to share with participants and to spark new ideas.

Precision Teaching methods were introduced and practiced as a way to determine skill levels and as a means of evaluating the effectiveness of interventions, such as change of teaching method, change of curriculum, or use of reinforcers. Precision Teaching is a system of doing daily timings in specific skill areas until the student reaches a mastery rate, or in other words, is able to do the skill required at a comfortable, almost automatic, level. The benefits are that the student is able to chart and see his own acceleration rate in learning; he knows what mastery means and when he is ready to go on to the next level. Several students can be participating in the same minute timing, but each one will be working on the skill level that is appropriate for him. It is not a teaching procedure in itself, but a means of evaluating the effectiveness of the instruction that is being done. Teachers have also found the charts an excellent reporting tool for parents.

We have taken the work of Ogden Lindsley, Harold Kunzelman, Ted Alper, and others and have developed a method of teaching charting and classroom management to help both teachers and students. For more information on Precision Teaching, see the Bibliography.

Behavior management. Alternate ways to motivate students were discussed during the in-service program. The use of contingencies, such as activity centers or reinforcement menus, and counting specific behaviors for planning intervention strategies to alter a specific undesirable behavior were some of the assigned approaches.

Contingency Management is a system of consistently tying a pleasurable event to the completion of a less rewarding, but necessary, task. A teacher might say, "After you finish your math paper, you can go to the art center." This sounds very simple, but will be ineffective unless considerable, consistent planning is done. The assigned task must be an appropriate one so that it can be completed. The pleasurable event must truly be a pleasurable one for the individual student. The teacher would want to make some class agreements after discussion with the students about the kinds of reinforcing activities available. The teacher will also want to work out some system of signals or expectations so that the student knows when he can shift from the difficult task to a reinforcement without the teacher having to say something. The philosophy of Contingency Management is generally well accepted. The doing of it requires planning, consistency, and ingenuity, and is rewarding.

Tasks were assigned that required student involvement in classroom planning. For example, students were taught to chart their performance in academic and social areas. Keeping a record helped develop self-awareness and encouraged students to take responsibility for their learning.

Communication. Interpersonal: To enable school staff to work with each other, with students, and with parents more effectively and to be more competent in the consultant role in the school, affective skills were taught through the use of role-playing, non-verbal communication, Self-Enhancement in Education (S.E.E.) and Values Clarification.

Instructional Approaches

Approach. A "task/activity" approach was used in all meetings. This method involved interspersing tasks that required quiet or concentrated attention with activities that allowed movement or experiencing some techniques.

Large group. TLC members were responsible for some of the large group presentations. After planning the course content and the sequence, we asked staff members to make presentations in areas of their special interest. We also scheduled guest speakers from our local college and from other school districts and projects. Some of the best large group presentations come from the "graduates" of the course. A panel of creative participants from previous in-services are inspiring as they demonstrate their adaptations of the course components.

Small group. The staff were also leaders in the small group meetings. We kept the small group size to about eight members. This provided a more individualized learning program for the participants because they could expect help from other group members and the leader on problems they were having implementing the course content. This was an excellent time for the group leader to demonstrate good communication techniques. The approach implies that an atmosphere of openness and trust has developed within the small group and toward the group leader. Some group leaders and their groups will come closer to this ideal than others. Group leaders are both born and made. The TLC staff assisted each other in building their group leadership skills by having regular meetings of their own between in-service meetings to share how things were going and to plan both process and content for their small group. Again, we are in the openness and trust cycle because the degree of success in these meetings also depends upon being comfortable enough with each other to share problems and to be open to suggestions.

Use of experiential situation. We know that students learn better when they are totally involved in their learning activity using eyes, ears, and muscles to develop something they value. In-service with adults follows the same principles. It is amusing that we often overlook this by trying to get our message across with lectures and then excuse ourselves by saying, "there wasn't time to do a related activity" and/or "they can learn it with a lecture; after all they are adults!"

The small group session included both feedback time and a work session that gave the participants time to do an activity related to the large group presentation. For example, if we had been presenting Precision Teaching in the large group, then the small group activity could include: experiencing doing a timing or two, charting some typical data, and planning a classroom charting project. This provided experience during the meetings which was one use of experience. The other uses of experience were:

1. Required classroom application of new skills.

2. Opportunity to work with us in the Learning Center by choosing a student to assess and bringing him to the Center.

The Required Classroom Application of New Skills

The course content was chosen to have direct, almost immediate, classroom application, but with the potential of increasing degrees of sophistication. For example, in Contingency Management the teacher might do just one task-activity cycle as a beginning. Later, the teacher might plan activity centers or hold a class meeting to plan a contingency menu. Later still, the teacher may set up more activity centers and move to a complete classroom management system. Some degree of implementation was required for each of the course content areas. The participants shared the results of their implementation in the small group sessions. They might also present their results in the large group if they felt that successful and we could talk them into doing it. We think there is a relationship between presenting and continuing to use a skill. During the small group sessions the group leader encouraged the sharing of good ideas and made certain that the sharer gets proper credit. (See Appendix A, treasure chest sheet, that was shared in the small group and then distributed to the large group.)

Evaluation

Evaluation of the in-service education program was done in several ways. Feedback sessions were an integral part of the small group meetings each week. Participants were also encouraged to critique each session. This information was useful in planning subsequent experiences. Examinations were also given, although no grades were issued based on the results. The examinations were used to measure factual knowledge and to indicate if any needs were not being met. Participants were asked to evaluate the total in-service education program at the end of the course. This final evaluation was used in planning follow-up assistance to the in-service participants. (See Appendix D and E.)

Chapter 2

TIME LINE

There are specific, easily identified stages necessary in planning a successful in-service. The time line of stages begins with a needs assessment. This chapter describes the time line used in the TLC in-service.

ONE YEAR TO THREE MONTHS BEFORE: NEEDS ASSESSMENT

Before the first Title VI in-service was given, TLC staff had conducted three workshops on the subjects of Contingency Management and Precision Teaching. Feedback sheets, collected during and at the end of the workshops, were used to evaluate participant response to both the content and the process used in the workshops. Evaluation was a continual, on-going process.

In addition to the input they were receiving, workshop participants were asked to identify the other kinds of information they felt they needed. The majority of the requests were for:

1. Information about learning disabilities
2. More classroom management ideas
3. Demonstrations of new curriculum or new teaching methods.

These requests were honored when we were choosing topics and speakers for the ten week course. THE FEEDBACK SHEETS DURING AND THE EVALUATION SHEETS AT THE END OF each in-service were used to plan the subsequent in-services and in this way we continually restructured the course in accord with the suggestions of the previous participants.

The time that the needs assessment is done is flexible. It could be done a year before the program or as close as three months before the beginning of the in-service. The method of doing a needs assessment depends upon the nature of your situation.

THREE MONTHS BEFORE

It is important to allow enough lead time to do several tasks at least three months before the in-service is scheduled to start.

Arranging for Credit

If district in-service credit or college credit is going to be one of the contingencies for taking the course, then it will take three months to contact the appropriate people and make the needed arrangements.

Contact Potential Speakers and Arrange Tentative Dates

We invited speakers that we knew would be appropriate. We chose speakers that someone on the team had worked with and would vouch for the speaker's integrity, clarity, and ability to move the audience both emotionally and behaviorally. We also needed specific knowledge of the speaker's planned input so that we could plan tasks for the small group meetings that would reinforce or make use of the input. Guest speakers appreciate this approach. We had speakers who asked to return because they knew the learning situation would be set up for them and specific results would come of their presentation.

Small Group Leaders

Choose leaders for small groups and be certain they have agreed to put in the time required. This time includes attending all of the in-service meetings plus the planning sessions before and probably a debriefing meeting after the in-service to share the evaluation of what took place, both in the large group and in the small group. Small group leaders must also have set aside time during the in-service to go out to the participant's classroom to do some observing and to give some support. In a later evaluation of our in-service programs, the participants rated this on-the-spot help as one of the most valuable parts of the experience.

Planning Evaluation

This planning needs to be done while still considering the alternatives for course content. If the planned content does not allow observable, ratable behavior change for the participants, then this is the time to rethink the course content. Evaluation should include continuous feedback, both written and verbal, during the course. In addition to this, there should be observable results such as charts kept, activity centers set up, classroom management systems in operation, curriculum developed, consultation and teacher conference processes demonstrated, etc.

Involve Building Principals

It is important to talk to school principals about their level of interest in the proposed in-service. We wanted to be certain that the principal followed good group process in approaching his staff such as asking them if they wanted to be involved instead of telling them and owning his responsibility for his interest and willingness to support the in-service. For example, several principals cancelled faculty meetings while the in-service was going on so that teachers would have more time for their implementation. The principals were expected to take an active part in the course; i.e., do a project either in changing behavior on the playground or lunchroom or team with a teacher to do a project in her classroom.

Choose Motivating Learning Environment

Consider possible meeting places and make sure you have the space reserved if that is necessary. We thought it was important to meet in the schools where the teachers were going to implement the in-service. During one in-service we had large group meetings in a double classroom and used neighboring classroom for small group meetings. For another in-service we met in a learning center that had surrounding classrooms. The appropriateness, comfort and convenience of the meeting place is a way of showing care for the participants and their learning experience.

TWO MONTHS BEFORE

The staff presenting the in-service should meet with faculties and explain the in-service and answer questions. Make certain that the expectations are clear and that the goals and objectives for the course are understood. Be certain that the participants know what their commitment is and what the reinforcement will be. For example, see Appendix B.

ONE MONTH BEFORE

Send out registration information with a section to be mailed back. Give the small group leaders a copy of the proposed schedule of in-service meeting times and ask them to save time the day before the meetings for a last-minute-take-care-of-details meeting. If possible, we had the speaker for the next day attend this meeting. This kind of short-range planning, in addition to the long-range planning, builds in the flexibility needed to keep the course input fresh.

GROUND ZERO

First In-Service Meeting

Model the ground rules of Contingency Management by starting the meeting on time, having copies of the agenda for everyone so participants know what the afternoon's tasks are, and then quitting when the tasks are finished. Adults work better when the assigned tasks are clear and they can earn the free time of going home early when the job is done.

Have the schedule of meetings and topics ready to hand out the first day. We accomplished our 30 hours of class meeting time by holding two hour sessions from 3:30 to 5:30 after school. One group agreed to an all-day Saturday workshop. This was a good way to get six hours of class time in and lessen the number of after school meetings. We hope that in-service will get the kind of importance that it deserves and that better times of day for teacher learning can be arranged.

Chapter 3

A TYPICAL MEETING'S AGENDA

One of the important ideas to remember in planning in-service is to maintain an atmosphere which is comfortable for the participants. A prepared agenda for each meeting that states starting time, estimated time for discussion of each topic, and ending time is a help in planning for both in-service leaders and participants. Structuring the meetings along this consistent pattern will allow people time to spend learning a new skill rather than trying to determine what may happen next during the meeting.

Printed agendas should carry as much information as possible. Discussion questions, major topics, the goals for the day's meeting, assigned readings and activities are possible items for inclusion on an agenda. (See Appendix C for sample agenda.)

The agenda format found successful during the Castro Valley in-service programs listed the beginning and ending time of each section. The date of the meeting was indicated so that people could, if necessary, refer back to meetings in sequence. The starting point for the meetings was in the small discussion groups, encouraging people to arrive on time. Several techniques were used in these groups to elicit evaluation of previous programs and indications of participants' achievement or progress with some of the assignments. If assignments were due, they were usually turned in during the first thirty minutes in the small group.

The next half hour or hour was usually devoted to large group activities. Speakers, presentations, and active participation were usually offered during this time. If a speaker was presenting a topic that called for a great deal of quiet, passive learning, a break was engineered to allow physical movement. The use of the break would be an outgrowth of the speaker's presentation. For example, a speaker talking about Precision Management and math timings would naturally call for the audience being timed on a math task. This participation brought the audience into the learning situation, offering an opportunity for learner interaction. Other large group activities called for moving from presented information into the experiencing of that information. During much of the affective or classroom climate work, people were given chances to experience the child's role in values clarification games, role-playing, or other feelings-oriented situations.

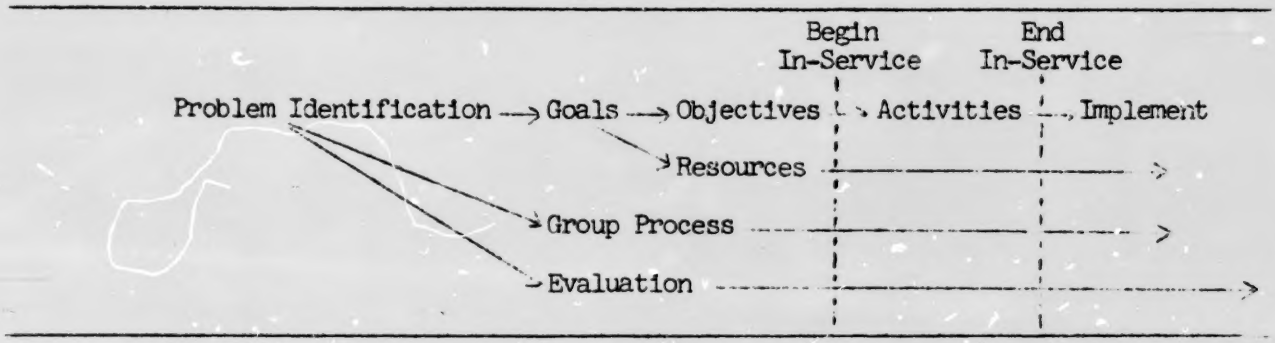
The last half hour of the meeting was usually spent back in the small discussion groups. By keeping the membership of these groups stable, an honest sharing slowly developed, encouraging people to ask questions and to express their reactions and needs. The large group presentation was discussed and evaluated. The possible impact of the presentation on the classroom was explored.

a large number of people. Usually, the small numbers allowed a clearer answer to concerns. By meeting in small groups at the end, a natural contingency was introduced. When a group had finished its business, the members could leave. The total participants did not have to wait for one or two to finish a task. The small group also offered a chance for closure on some items. For example, a discussion could be going on with four members of the group while others were finishing a multi-level gameboard. In this way, everyone could deal with their needs or concerns.

Chapter 4

SUGGESTED GUIDELINES

In-service education required careful planning to increase the chances of success and lasting effectiveness. There are certain guidelines that can be followed to plan for in-service activities. It helps to consider these guidelines graphically.



IDENTIFYING THE PROBLEM

An effective in-service education program must deal with those problems that are of significance to the participants in their work. To achieve this vital starting point of having a topic of common concern, the planners of in-service must seek the involvement of the participants in identifying the problem. Participants should have the opportunity to voice their frustrations, to state the issues they need to deal with. The involvement of the participants in problem identification is important because the participant who is actively involved in the decision of the topic will also likely become involved in the seeking of solutions to the problem.

Some suggested ways to involve people in defining the problem are:

---requesting assistance from teacher organizations

---conducting a problem census

---personal interviews with teachers

---needs assessment survey

While involving participants, the planner of in-service needs to remember that initially participants may externalize the problem. They may focus on the students, the school or district, or other teachers rather than on themselves. It is important to accept this

situation, but to continue working for personal awareness and acceptance of competence. As the focus shifts from external to internal needs, the content of the in-service must also shift. It is the person who leads the in-service who must maintain the process to allow honesty about problems and to help individuals identify the problems that are significant to them.

GOALS AND OBJECTIVES OF IN-SERVICE EDUCATION

Once a problem area has been identified by the participants and the planners of an in-service program, the desired outcomes should be expressed in terms of goals. The defined needs give rise to the goals.

The goals that are set should be realistic in terms of resources required and of the specific needs of the participants. The determination of attainable and relevant goals becomes a process with those involved comparing available resources and desired outcomes in order to match the two and provide an in-service education program.

After the goals of an in-service experience have been agreed upon, then more specific objectives are necessary to indicate the activities that can produce the desired outcomes. The objectives should be expressed in terms of observable and measurable behaviors that participants will achieve as a result of taking the in-service. The final objectives should be the result of discussion among all involved based on the needs expressed. It is important to involve the participants in the decisions on objectives for people will work harder to reach goals they have set for themselves.

The objectives that are to be accomplished in a particular in-service education program serve three major purposes. Clearly stated objectives can communicate the specific purposes of the program to participants, consultants, board members, and community people. The objectives can also suggest appropriate activities that should be pursued to accomplish the objectives and goals of the program. Finally, the objectives guide the evaluation of the program.

ACTIVITIES FOR IN-SERVICE EDUCATION

The activities that are instituted for part of an in-service education program are probably the most visible aspect of the program's design. It is for this reason that an in-service program often is seen as just the activities, ignoring the other aspects of a well-planned experience. Since the activities of in-service are so crucial, they demand serious and thoughtful consideration before they are agreed upon and instituted.

Involving the participants in examining the choice of activities suggested by the objectives will be of benefit in two ways. First, the individual participant is probably aware of his learning style and of what will enable him to learn new skills more effectively. Therefore, the participants hopefully can indicate what activities would be appropriate for him. Second, the awareness of the connection between

objectives and activities can cause greater satisfaction with the completion of activities. The participant is aware of why he is engaged in an activity, where it is leading, and what progress may be occurring.

The organization and design of the in-service program should offer activities that allow the participant a choice. The activities should be multi-level, that is, outwardly similar activities that allow persons with different abilities to achieve appropriate and real learning outcomes without separating them from the group. It should be remembered that adults are the students too and that if there is a concern with the issue of individualizing instruction it should begin in in-service education.

RESOURCES AND IN-SERVICE EDUCATION

The resources available to those engaged in in-service education present both a limiting factor and a challenge to creative design of such program. There are four types of resources to consider in planning in-service experiences. They are time, place, people, and materials. These resources determine the success or failure of the activities in achieving objectives and goals of in-service programs.

Time

The adequacy of the time depends upon two factors. The first concern is the length of time available. The determined objectives and activities will require a certain minimum amount of time, some demanding a relatively short involvement while others call for more effort over a longer period. It often is better in terms of the expectations of the participants and the integrity of the program to decrease the scope of an undertaking if the time if not available for the larger task. The second concern is the specific time when an in-service activity occurs. In planning a program, one must decide when the participants are available and able to join in the activity. Of common concern is the after-school meeting when those involved have already expended a great portion of their energies. No one time for in-service is going to be right for all participating.

Place

In discussing the place as a resource, more is meant than a comfortable physical room in a building. The spirit, climate, or atmosphere is also of concern. The local school environment has an unrealized potential as a facility for in-service education because of the materials, staff, and possible interaction available at a place where the problem of concern originated.

People

Bringing in an expert from outside the district is a common approach to providing personnel resources for in-service programs. The use of consultants requires certain cautions, however. The purposes

for the consultant must be clearly stated. Some suggested purposes are to:

---inspire people

---model behavior (demonstration with kids)

---model new materials

---introduce new skills and concepts, such as

--behavioral objectives

--precision teaching

To achieve the most benefits from such a consultant, time should be spent prior to the presentation to discuss the needs of participants, program, and topic with the consultant. The consultant must act in a responsible manner also by refusing an invitation when he feels he cannot comply with the needs or when he feels that there is a lack of support from those responsible for the in-service program.

Another possible source to explore is the participants themselves. An activity for in-service could be the assignment of research or reporting. Members of the in-service group could be asked to read, summarize, and present information to the group. The skills and knowledge of group members can be shared in various brainstorming sessions or buzz groups.

Another resource that is not well used is the district's administrative staff. The superintendent and/or Director of Instruction of a district can secure various necessary items and people for an in-service program. The administrator can also serve directly as a resource in the program by sharing his knowledge. The principal may be considered a resource person in much the same manner. The in-service experience demands organization and coordination. These demands may be met by the administrator. This resource is not often used because of the lack of communication between the administration and those running the in-service.

Materials

The materials are of two-fold concern. Not only must the financial aspects of providing the necessary materials be observed, but also, those responsible for in-service programs should insure the appropriateness of materials. We must be willing to pay for what we want. The cost of necessary materials and the question of who provides the money need to be decided so that a burden is not placed on those who participate.

CLIMATE AND IN-SERVICE EDUCATION

Since in-service programs do expect to achieve some change in the individual, the climate of the program must be supportive of the

individual and conducive to change.

Most in-service education activities should be carried on within a setting in which the people who work together have an opportunity to learn together. The concept of working together and learning together would suggest that it may be wise to consider total school or school system involvement in in-service. One of the benefits from such involvement would be a heightened morale.

No matter how the participant group was selected, the balance between group needs and individual requirements must be maintained. The two can support and assist each other. One educator indicated that group feeling could be increased by giving the individual a sense of worth through recognition for contributions, responsibility for program, and a democratic sharing of responsibility. For some individuals in the in-service program it is important that the expectations of the peer group be perceived as accepting change. Therefore, the group of participants can assist in the development of the growth climate through an expressed expectation of change. The gathering of participants can also support each individual by helping to clarify his knowledge and making it more usable. The group can assist in correcting ideas and/or performance of individuals. It is important to respect the individual's worth within the group while developing the group. A team spirit must be created and maintained with each individual being treated equally.

Creating an atmosphere that is conducive to change and also non-threatening is the responsibility of the administrator, too. Such personnel must be aware of their role in the in-service group. The traditional authoritative role of the administrator as the person responsible for teacher rating and personnel decisions can be threatening to participants who wish to try new things when there is a possibility of failing. The participants must perceive the confidentiality of anonymity of their attempts to diagnose their problems and change their behaviors. At the same time, however, the support the administrator gives can be a key factor in enhancing the chances for change effectiveness. Therefore, the administrator should seek participant involvement and be willing to allow leadership to develop within the group, releasing his authority role and becoming an equal member of the group and also risk, and possibly experience, lack of success.

IMPLEMENTATION OF IN-SERVICE CONTENT

Learning does not take place during a discrete time span. An in-service education program may appear to have time limits, but, if learning does take place in such a program, then that learning will continue after the program is over. Therefore, in planning an in-service program, care must be taken to provide for continuing support for participant learning after the program is over.

While planning a program, there should be provisions for continuing support of the efforts of those participants who have committed themselves to change. If participants are expected to utilize the content of in-service education, then they should be provided with support during

those times when they are trying to integrate newly acquired knowledge with their performance skills and application in the job roles. Availability of this support should be announced at the beginning of the program so that participants can honestly agree to implementation.

When planning for implementation, it must be remembered that "... if new ideas are to be tried, the teachers must be given practical help, material to use, encouragement, and most important, security." It is a risk to try something new. Failure is an ever-present threat. Participants who feel commited to change and who don't follow through often feel guilty for not trying their newly acquired talents. On the other hand, frustration is often felt by those who invest their time and in-service education and see no visible change being derived from this investment. Therefore, participants who have experienced guilt or frustration because of in-service education may be unwilling to proceed with other programs. Supervisory assistance in the form of "...interested and sympathetic follow-up, suggestions for modification or adaptation of plans that are not working, and ideas regarding next steps" can alleviate the frustration of in-service.

INTERRELATING GROUPS AND IN-SERVICE EDUCATION

Change can occur more readily when those in authority support their results. Involving parents, students, school board members, administrators, teachers, and others in the discussion of the in-service can enhance the probability of change.

Plans for involving such people should be made by those responsible for the in-service program. If the program does not provide for communication between the administrator and the participants, then the position and influence of the administrator for the benefit of the in-service is lost. The requirements and expected outcomes of an in-service program should be communicated to the superintendent, also. The superintendent is in a position to offer support to the program and to inform the board of education about this item and to gain their support.

EVALUATION AND IN-SERVICE EDUCATION

The evaluation process in the design of in-service education serves three main functions. Evaluation provides information on outcomes to the administration of a school system and to the planners of the in-service experience. Evaluation informs the participants of their progress and achievement, of the changes in professional behavior they have made and the resultant change in the learning of their students. Evaluation also can serve as a guide for modifying and changing the in-service program itself, producing a flexible, responsible experience for the participants.

Evaluation should not be saved for the final meeting of the in-service. Feedback sessions or other methods of reporting during the experience should be provided. They can serve two purposes. The data introduced can suggest ways of providing for individual needs. Also, the information can be discussed by the group, with common problems being shared and mutual support possible.

The goal and objectives arrived at by those involved in the program can structure the evaluation of the experience and its outcomes. The involvement of participants in the design and operation of the evaluation can possibly overcome some commonly present resistance to evaluation. The appraisal that takes place at the termination of the program may be a comparison of the stated objectives and the observable behavior of the participants. The checking of participant behavior must occur before any evaluation of student change is initiated. It should be remembered that a better education for students is the final criterion for in-service education, but, if evaluation overlooks the intermediate stage of participant's achievement, there is a possibility of misjudging final efforts.

SUMMARY OF GUIDELINES

The major guidelines for successful in-service can be summarized in ten statements. The guidelines are not exclusive and must be applied in respect to each in-service situation.

1. Involve the participants in defining the problem area that is to be dealt with in the in-service program.

2. Actively involve the participants in setting the goals and objectives of the in-service program.

3. Use a variety of activities to achieve the goals and objectives. These activities should be dependent on the objectives, the participants' needs and skills, and the resources available.

4. Provide activities for individual needs and skill levels.

5. Provide adequate and appropriate resources in terms of time, place, people, and materials and the needs and expectations of the program.

6. Establish and maintain a non-threatening and supportive atmosphere for all participants.

7. Evaluate the progress of the in-service both during and after the program, based on the goals and objectives.

8. Provide resources for implementing the program after the in-service program is terminated.

9. Communicate with interested groups to gain understanding and support for the program.

10. Provide benefits to the participants in terms of both professional achievement and personal satisfaction.

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APPENDIXES

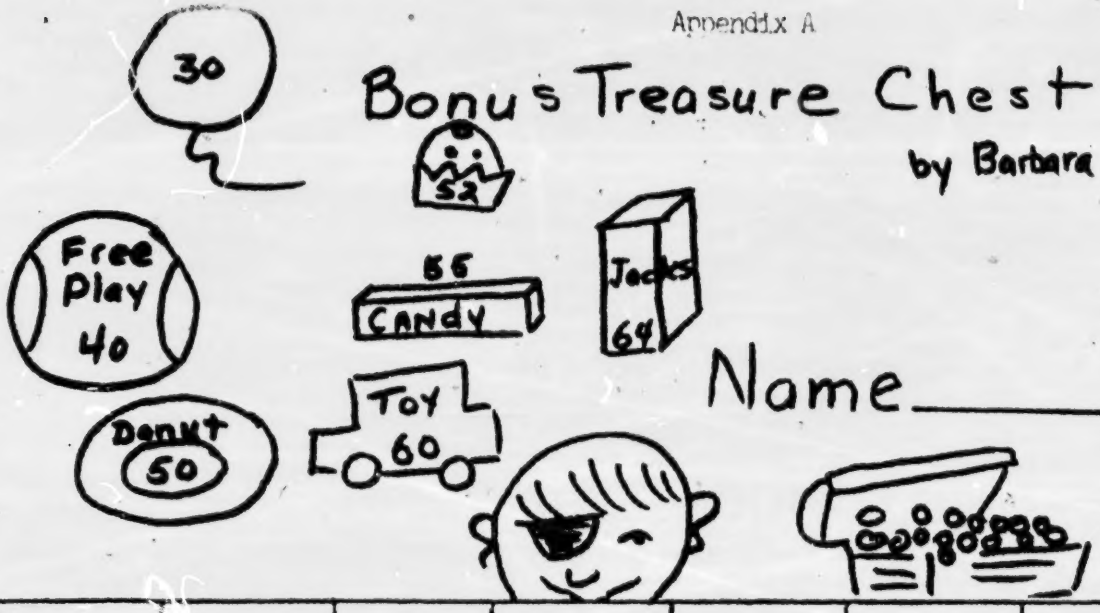
Apperdix A

BONUS TREASURE CHEST

A first grade teacher developed the Bonus Treasure Chest sheet on the next page to enable her students to check their points as they earned them. They liked the bonuses they got along the way. In addition to the bonuses, the students earned other reinforcements for accumulated points. Other teachers borrowed this idea and changed the bonus signs to suit their group's needs or desires.

Bonus Treasure Chest

by Barbara Bacharok



Name _____

★ 1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	GUM 20	21	22	23	24
25	26	27	28	29	Balloon 30	31	32
33	34	35	36	37	38	39	Free Play 40
41	42	43	44	45	46	Popcorn 47	48
49	Donut 50	51	52	53	54	Candy 55	56
57	58	59	Toy 60	61	62	63	Jacks 64

Appendix B

IN-SERVICE PROGRAM

One of the project components is to give training and support to those who work with children through regularly scheduled in-service meetings. The meetings have been integrated with regular teachers, special education teachers, principals, psychologists, aides, speech therapists and parents.

We have used a structure of thirty hours for three units college credit. The TLC staff has organized and conducted the meetings using team college staff and other appropriate speakers.

Goal for the course: To provide cognitive and affective learning that would be useful to the participants in both personal and professional growth.

We want the participants to increase their skills in the consultant role, so that they would be able to convey their recent knowledge about learning disabilities and remediation to other teachers. We also want the participants to experience more success in their work with children.

Course content: The course content covers the procedures and techniques of:

Precision Teaching which is a system of charting student progress in his learning. It is an excellent tool for individualizing instruction in skill development areas of reading and math.

Contingency Management which is a positive reward system for making school and learning tasks more fun for kids and teachers.

Activity Centers: This will involve materials, ideas, games and techniques for adapting your room or school environment so children have some choice in their free time. It can also be used as a contingency for completing assignments.

Affective Education which covers techniques of reflective listening and bettering communication.

Learning Disabilities: Much of the course is aimed at helping students in the classroom who have some learning problem.

Tutor Management: The effective use of cross-age tutors and other extra help such as aides and volunteers.

The participant's commitment is:

Attendance at all of the thirty hours of class meetings is required. This course is organized with practical presentations and ideas each week with assignments to be carried out in your school assignment.

Organizing and maintaining a precision teaching project of at least ten week's duration. Interpreting and analyzing that data.

Setting up activity centers and scheduling their use by students.

Trying some of the Contingency Management systems with students who have problems with learning or attending to tasks.

Assigned readings are given in Kunzelmann's book about Precision Teaching, plus other articles and selections regarding Contingency Management, affective education, and Precision Teaching.

The reinforcements for the participants are:

1. The opportunity to participate in the diagnosis and prescription for a student of their choosing in the Team Learning Center. (We supplied substitutes for five mornings so that teachers could be released from their classrooms.)

2. An exposure to many new ideas for Activity Centers and Reinforcement Menus and the management ideas to make them work.

3. A chance to be listened to in small groups each week.

4. Three units of graduate credit for very little travel time or expense.

Appendix C
TITLE VI IN-SERVICE

SAMPLE

Innovations for Mainstreaming
Monday, February 5, 1973

AGENDA

3:30 - 4:00 Small Groups

Feedback card:

1. How did your timings go this week?
2. How many children learned to chart?
   - or -
   How many lessons from "Teaching Kids to Chart" were applicable to your class?
3. Did you get any helpers into your room?
4. What do you think still needs to be done to teach kids to chart or to get your routine smoothed out?
5. Would you like someone to come by and help you out during a timing this week? If so, what time?

Discussion:

How is it going?

4:00 - 4:30 Large Group

Speaker - Dr. Ted Alper
Professor Ed. Psych.
Cal-State University - Hayward

Dr. Alper will talk about best fit lines, slope, times change, entry, mastery and goals.

4:30 - 4:45 Small Groups

Discuss Homework:

1. Look at 5 sample charts brought in and see if child's slope will predict reaching his goal by Friday.
2. Try to get each child off phase #1 by the end of this week. Next week, bring in any charts of children not off the first phase, and/or an example of a chart where you made an intervention to help a child meet his goal.

   Don't forget phase lines for interventions as well as curricular changes.

4:45 - 5:30 More time for questions and talking with Ted.

NOTE: Participants arrive on time because they know their small group leader is expecting them.
They will receive an agenda each time, outlining the tasks, activities and homework.

Appendix D

EVALUATION OF COURSE

1. Presentation of techniques and procedures of Precision Teaching

5	4	3	2	1
Interesting, useful, and informative		Average interest and usefulness		Not interesting, informative, or useful

2. Presentation of techniques and procedures of Contingency Management

5	4	3	2	1
Interesting useful, and informative		Average interest and usefulness		Not interesting, informative, or useful

3. Presentation of communication techniques (reflective listening, tangelos, and pictures)

5	4	3	2	1
Interesting useful, and informative		Average interest and usefulness		Not interesting, informative, or useful

4. General estimate of class

5	4	3	2	1
Interesting useful, and informative		Average interest and usefulness		Not interesting, informative, or useful

What I liked about the class:

What I didn't like about the class:

What, that you've learned, do you intend to continue?

(NOTE: This evaluation form was used in the spring, 1973 course, "Innovations for Mainstreaming," which was offered through Cal-State University as #EPSY 7348.)

Appendix E

RESULTS OF QUESTIONNAIRE DURING IN-SERVICE - SPRING 1973

5 Interesting, useful, and informative	4	3 Average interest and usefulness	2	1 Not interesting, informative, or useful
1. Presentation of techniques and procedures of Precision Teaching				
71%	26%	3%		
2. Presentation of techniques and procedures of Contingency Management				
65%	29%	6%		
3. Presentation of communication techniques (reflective listening, tangelos, and pictures)				
38%	31%	28%		
4. General estimate of class				
75%	22%	3%		

TEACHER COMMENTS: (Each statement is preceded by the number of people who responded in this manner.)

What I liked about the class:

14 - small and large group format
9 - guest speakers
3 - variety of speakers
5 - presentation of new material
4 - new ideas
5 - immediate classroom application

positive attitude, work at Vannoy, classroom management variety, communications, slides

What I didn't like about the class:

6 - pace too fast
4 - amount of time required
3 - reflective listening
2 - too many slides shown, meeting on Monday, discussion on statistics was confusing
1 - we need more help in reflective listening, more on values clarification, more on communication

What I've learned that I entend to continue:

23 - charting
12 - activity center
7 - contingency management
5 - rewards
3 - countoons
2 - reflective listening
2 - games
1 - curriculum slicing
1 - communication